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ABSTRACT

Initially designed for social studies students in grades 4-6 in the Black Hills area of South Dakota, the purpose of the unit is to help students see the relationships among all the workers and natural resources within the state. It is also intended to help students realize the ways the area in which they live is affected by the climate, geographical land forms, available natural resources, and economic activity. The unit is to be introduced by a brainstorming activity in which students identify jobs with which they are familiar, separating them into economic activities providing services and economic activities providing goods. A final activity consists of imagining that the Black Hills suddenly disappear and students must explore possibilities, chart results, and reach decisions about the economic impact. Four lessons are included: (1) "Economic Activity"; (2) "Our Natural Resources"; (3) "Regional Interdependence"; and (4) "What if There Were No Black Hills?" Each lesson contains support material and information on objectives, materials, set induction or focus, instructional strategy and input, modeling and guided practice, checking for understanding and feedback, and closure. Seventeen possible activities are suggested, some of which include content mapping, large group matching activities, map work, summarizing and charting, simulation, categorizing, and defending opinions. A 25-question objective test for summative evaluation is included. (TRS)

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Economic Geography Unit

Ann Lockledge

1986

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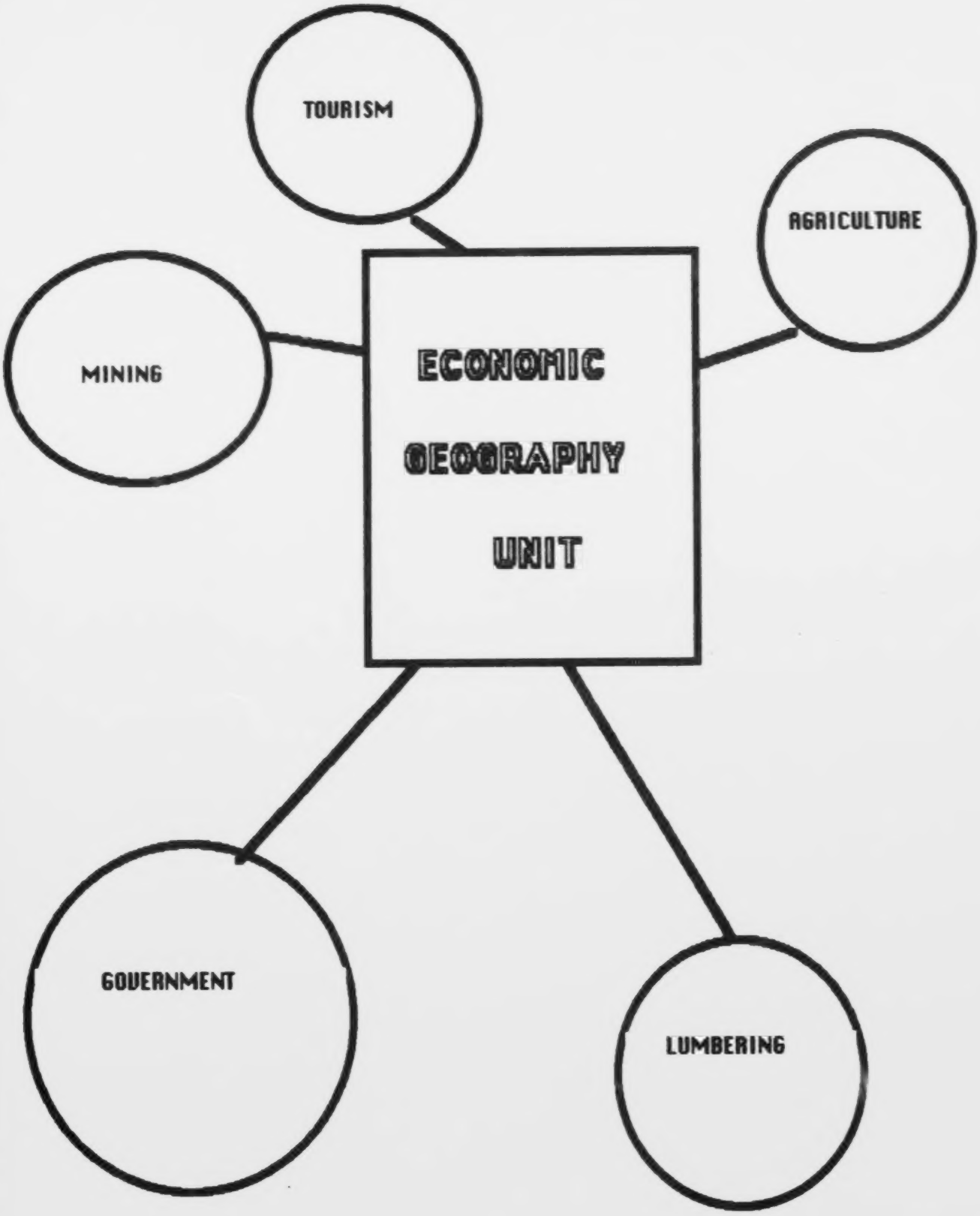


ANN LOCKLEDGE
Social Studies Methods Class
BLACK HILLS STATE COLLEGE

ECONOMIC GEOGRAPHY MINI UNIT

Rationale:

Economic activity is a part of everyday life. The teaching of the free enterprise system and the teaching of geography are both an integral part of the state guidelines for elementary school social studies in the state of South Dakota.

The purpose of the unit was to help children see the relationships among all the workers and resources within the state. Many children (and adults) fail to see that we are all dependent upon each other in many ways. Hopefully the unit will help children realize the ways the area in which they live is affected by the climate, the geographical landforms, the natural resources available, and the economic activity engendered.

This unit was intended for children in grades 4-6 in the Black Hills area of South Dakota and was specifically designed for students in a smaller community who will be more aware of the limited variety of economic activity. It can easily be adapted to another state by changing the specifics of products and resources. It is being done at a time when farmers and ranchers are having economic difficulties which particularly affect South Dakotans

Most of the teachers involved were familiar with the geographical area but not necessarily familiar with the concepts involved in economic geography. Therefore a certain amount of individual research was necessary.

Generalizations:

A. Economic activity considers how mankind makes a living and may be subdivided into branches such as agriculture, manufacturing, trade, transportation and services.

B. The physical environment and availability of natural resources in different geographic regions has an important effect on the type of goods and services produced.

C. Geographic regions are economically interdependent because of variability in natural resources and economic activity among regions.

Objectives:

A. Cognitive Objectives

The learner will be able to:

1. use some basic economic and geographic vocabulary to identify human activity.
2. show economic activities and products on a map of geographic regions.
3. explain how geographical regions are economically interdependent.
4. describe how natural resources such as water affect economic activity.
5. give examples of the relationship between resources, economic activity and resulting products.

B. Affective Objective

6. The learner will appreciate that human beings are dependent on one another in many ways.

C. Psychomotor Objective

7. The students will be able to demonstrate the ability to use silent signals when doing various activities and simulations.

Initiating and Culminating Activities:

The unit will be introduced by brainstorming jobs with which the students are familiar , then separating them into economic activities that provide services and economic activities that provide goods.

The final activity will consist of imagining that the Black Hills suddenly disappeared. The students will explore the possibilities, chart the results and reach decisions about the economic impact.

Possible Activities:

Brainstorming concepts - listing on board
Content mapping and webbing
Chaining economic activity from resource to final product
Listing and categorizing -- goods and services
Large group concentration for review of concepts and vocabulary
Checking understanding with individual response cards
Map work -- understanding regions
Reading and emphasizing textual material
Sorting out renewable and nonrenewable natural resources
Summarizing and charting information
Simulation exercise on interdependence of geographical regions
Paired matching activity to reinforce concept development
Transfering data between different graphic representations
Categorizing resource, economic activity, product
Dramatically portray the causality involved in economic geography
Defend an opinion about economics with factual data
Writing diamante poetry from resource to product

Basic Lessons:		Generalization	Objective
One	Economic Activity is jobs people do	A	1, 6
Two	Water is an important natural resource	A, B	2, 4, 7
Three	Regions of South Dakota are interdependent	C	1, 2, 3, 7
Four	What if there were no Black Hills	B	4, 5, 7

Lesson plans with support material are attached.

Evaluation:

Formative evaluation will include a matching activity with largre group concentration, a worksheet on goods and services, Every pupil response to check vocabulary and concpt application, and the individual results on the interdependence simulation.

Summative evaluation will be on a 25 question objective test to be machine scored so as to have both a class summary and an item analysis. Test is attached.

Evaluation of the unit and teacher by the pupils will be done by completing these short open-ended statements.

During this unit I learned most when we _____
Compared with other social studies units, this one was _____
I like it best when my teacher _____
I wish my teacher would _____
When I think about economic geography, I _____
Depending on other human beings is _____

LESSON ONE: Economic Activity Generalization: A

OBJECTIVE: The learner will be able to tell how people are economically dependent on one another by selecting five people whose work provides consumers with services and five others whose work provides consumers with goods or products.

MATERIALS: bottle of honey, ski pole, chalkboard, vocabulary chart, worksheets, concentration game.

SET INDUCTION OR FOCUS: Set a bottle of honey on table and ask you honey is made. Ask: Would there be many beekeepers in New York City? Why not? Show ski pole and ask: Do you think you could go skiing in South Texas? Why not? Show phrase *Economic Activity* and explain that the purpose of the lesson is to explore how all of the jobs that make up economic activity are important to us in different ways.

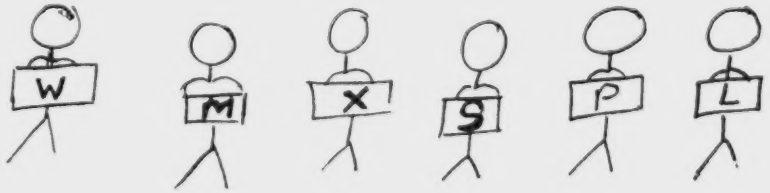
INSTRUCTIONAL STRATEGY AND INPUT:

1. Write word JOBS on board. Ask: How many jobs can you think of that people work at around this area? List.
2. Categorize selecting first those jobs in which people perform services for us, the consumers and then those in which people produce good for us. Refer back to the beekeeper producing goods (honey) and the ski resort owner providing a service.
3. Select one or two of the terms and "chain" from producer to consumer.
4. Show card with sentence: Producers provide consumers with goods and services which are sold to provide our wants and needs. Be sure students know terms.
5. Post vocabulary chart that students can use for reference in following lessons.

MODELING AND GUIDED PRACTICE: Modeling is provided by writing "S" by service occupations and "G" by occupations that produce goods. Use goods and services worksheet.

CHECKING FOR UNDERSTANDING AND FEEDBACK: Play large group concentration -- #1

CLOSURE: Ask various students to tell one thing that they could tell their parents that they learned about economic activity. Then play concentration saying that it is both a review and a preview of things to come. They may use the vocabulary list if needed.



MATCHING ITEMS FOR THE BACK OF LARGE GROUP CONCENTRATION CARDS

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. goods
2 Things we need to live--food, clothing, shelter
3. Need timber, sawmill

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. services
2. Raw materials for economic activity
3. Lumberman

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. wants
2. Different regions exchange economic goods
3. Jewelry manufacturer

Concentration - 1 opposites; 2 definitions;3 geographic resources
1. needs
2. Differnt ways people earn money
3. Need mountains, snow, lift

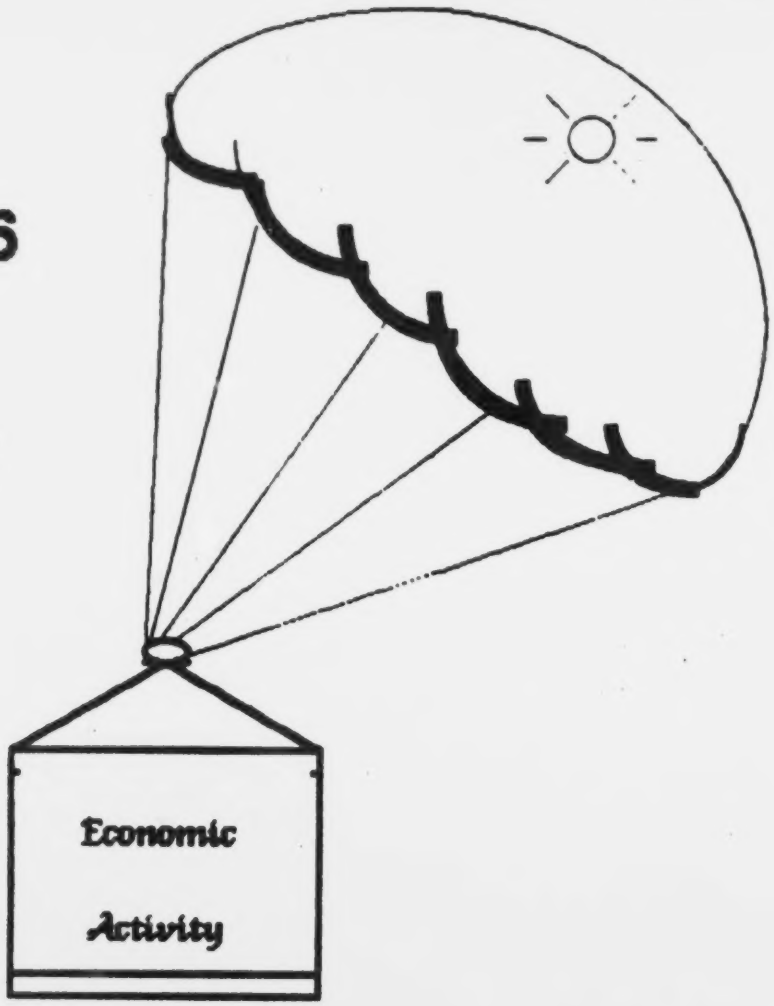
Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. buyers
2. Economic needs
3. Rancher

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. sellers
2. Natural resources
3. Ski Resort Operator

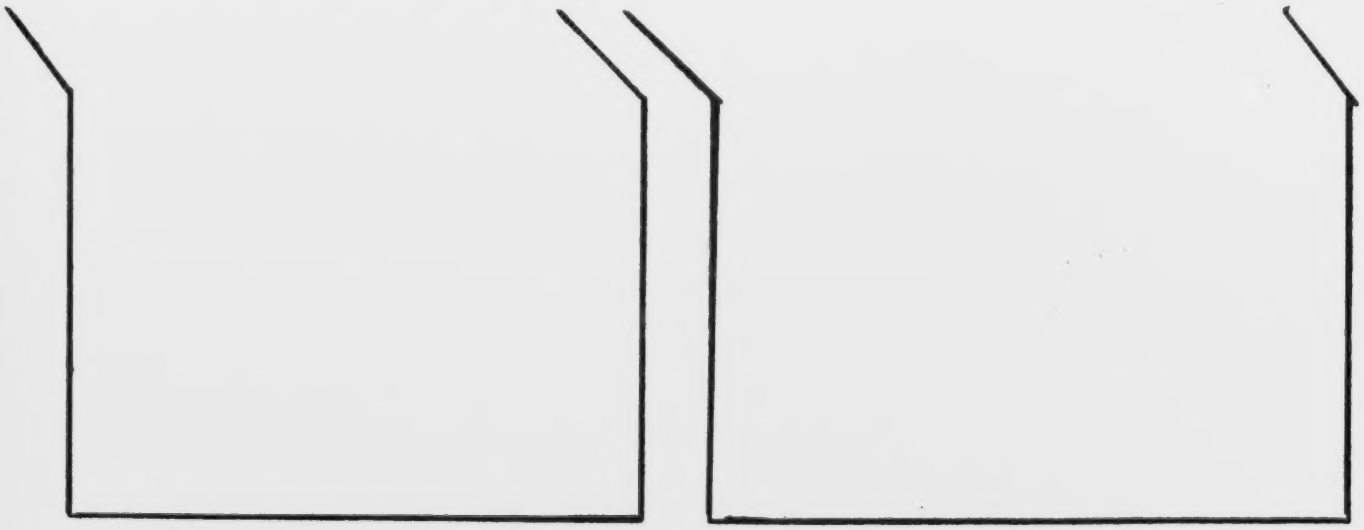
Concentration - 1 opposites; 2 definitions;3 geographic resources
1. producers
2. Geographic interdependence
3. Need grasslands, hay, water

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. consumers
2. Economic Activity
3. Need Gold, skilled workers

DROP THE WORDS IN THE RIGHT BOX !



Secretary
Policeman
Fisherman
Plumber
Barber
Snowplow operator
Carpenter
Farmer
Sho Repairer
Miner
Lumber jack
Mechanic
Sawmill worker
Beekeeper
Electrician



GOODS

SERVICES

LESSON TWO: Our Natural Resources GENERALIZATION: A, B

OBJECTIVE: The learner will be able to name at least five natural resources, tell how they are used to promote economic activity and whether they are renewable or nonrenewable.

MATERIALS: glass of water, map of U.S., Matching game envelopes, Resource article, activity sheet, crayons.

SET INDUCTION OR FOCUS: Pour water back and forth. Ask: What are some of the difference ways we use water? How many of the jobs we mentioned yesterday might be dependent on water? Water is an important renewable natural resource and today we are going to learn how economic activity is dependent on both both renewable and nonrenewable natural resources.

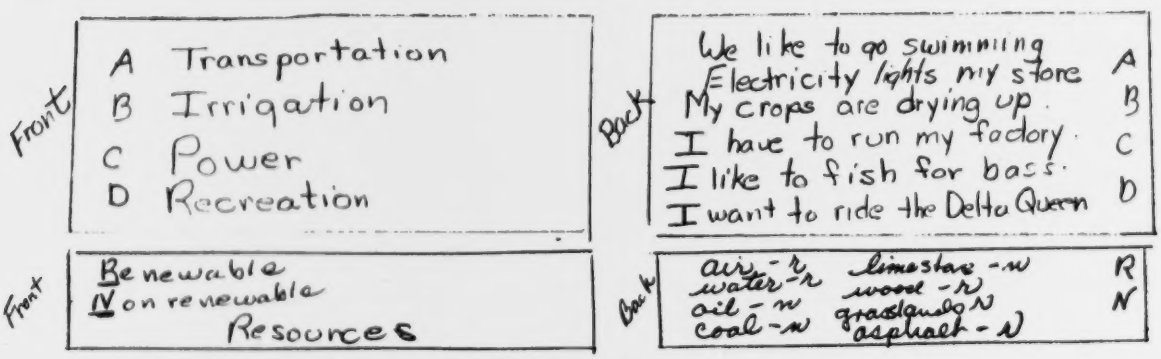
INSTRUCTIONAL STRATEGY AND INPUT:

1. Using U.S. map transparency and student handout locate various cities in the U.S. that have used the water near them as a natural resource to promote economic activity.
2. Identify the types of uses of water in the different locations. Put words transportation, irrigation, power, recreation, drinking on the flannel board.
3. Make statements and have students identify which water use is needed.
4. In pairs put together as many of the matching game as you can. Read answers orally with each pair choosing the one they wish to read.
5. Read Resources article silently to see man uses other natural resources. and Mark with crayons. Underline word resource with black. Mark definition sentence with yellow. Circle renewable resources with green. Circle nonrenewable resources with red.

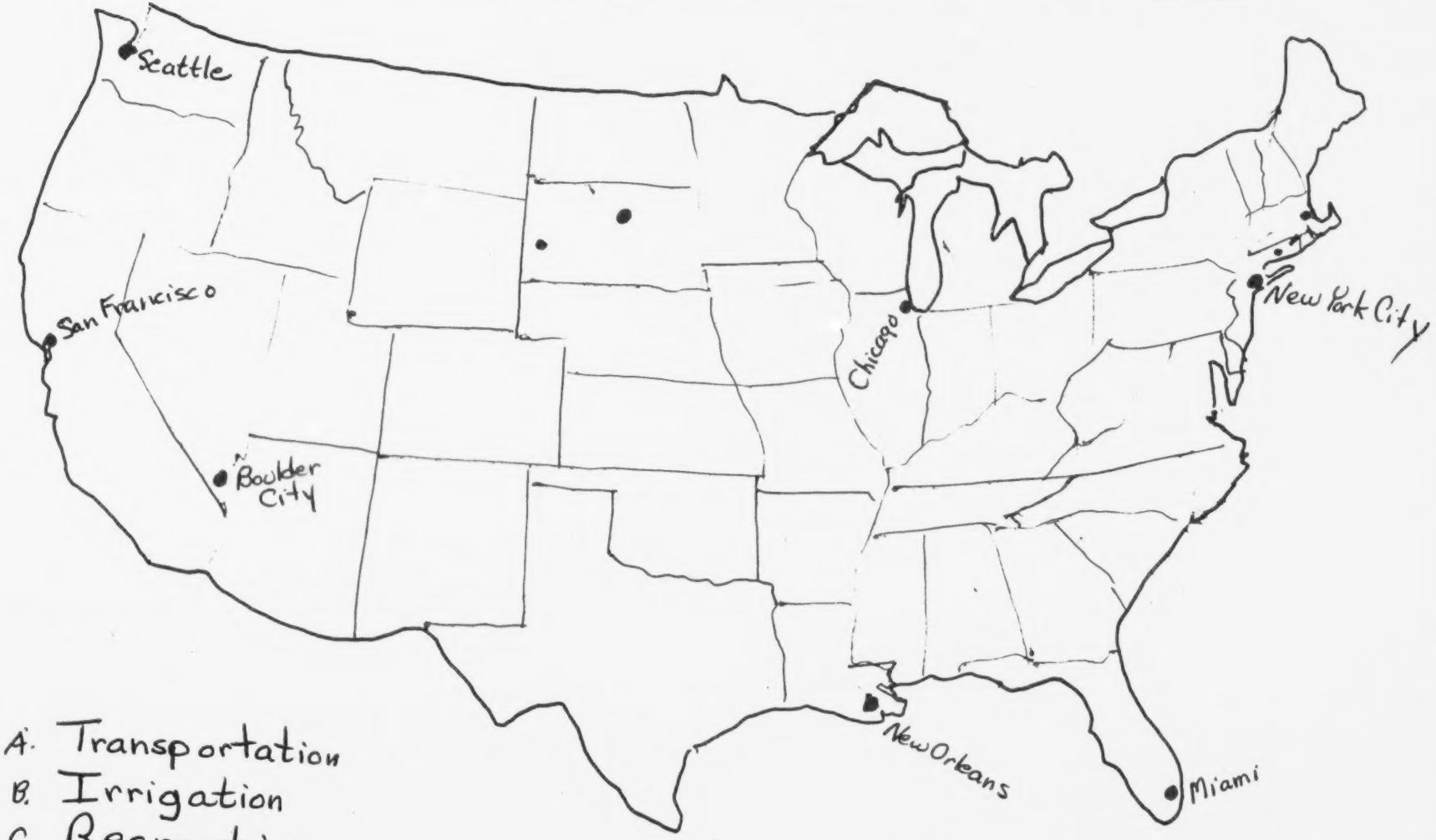
MODELING AND GUIDED PRACTICE: Mark transparency as students mark worksheet.

CHECKING FOR UNDERSTANDING AND CLOSURE: Using individual magic slates, students will first identify resources named as either renewable or nonrenewable

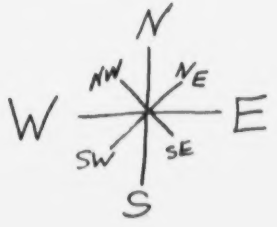
INDEPENDENT PRACTICE OR ASSIGNMENT: Water use puzzles



Cities Using Water as a Natural Resource



A. Transportation
B. Irrigation
C. Recreation
D. Power



TO BE CUT AND PUT INTO ENVELOPES FOR A MATCHING GAME

A lake formed behind a dam to keep water for drinking and farming is a ___	reservoir
Water carried to farmland to keep the crops alive is_____	irrigation
When barges carry goods down a river, this is _____	transportation
A waterwheel is an example of using water for _____	power
Sometimes water flows over a dam and through turbines to create ___	hydroelectricity
When we go to the lake or beach to swim and boat water is for _____	recreation
Air, water, land, plants, climate and minerals can be called _____	natural resources
Resources like trees that can be made again are _____	renewable resources
Resources like minerals that are used up comepletly are ____	nonrenewable resources
We do not need irrigation if there is enough water from _____	rainfall
One way to get minerals from the ground is by _____	strip mining

OUR NATURAL RESOURCES

Our country has many natural resources that supply the things we need to live. When the American Indians used the trees and the plants of the forests and the plains to make their homes, they were using natural resources. For the Sioux, the Buffalo, was an important resource. They used the meat for food, the hide for tents, and the bones for tools.

A Rich Land

When people first came to North America from other places, they were excited about the many natural resources that they found here. They found rich land, clear water, and thick forests. It was not until later that people discovered mineral resources like coal and iron.

Renewable Resources

Some of our resources are renewable. That means that they can be made again. Trees are a renewable resource. If a tree is cut down, another tree can grow in its place. The buffalo were also a renewable resource, but men killed them in such huge numbers that they must now be protected.

Water, soil and air can be renewed. Water from lakes evaporates into clouds and then returns to the earth as rain or snow. Farmers use fertilizer and crop rotation to renew the richness of the soil.

Nonrenewable Resources

There are other resources that are nonrenewable for we use them up completely. Once we have burned coal or oil, it cannot be renewed. Once ore is mined from the ground, the mineral cannot be replaced.

We use these mineral resources from the earth in many ways. When you write with your pencil, you are using graphite. The salt you use on your food comes from a mine. The crude oil we pump from the ground is used for making gasoline to run cars, asphalt to pave roads, and even in the making of plastic. Limestone is used in making cement and granite is used in building construction. But once used they are not replaced into the earth.

WORKSHEET ON WATER RESOURCES

d q e f b x j t m v t k g l f
p n n l d y c r f a u p a x n
a w e s e k l t o w o q d o u
w e r g m c r b h w c e i r t
h n g x v y t r e a p t n u s
e i y p g o j r n l a j d j c
e q n z u y c o i t e r u p k
l m b r t j e q r c n m s c d
l k i v u s l o a g i l t l g
i s g x n h p g f d q t r w n
m w z b y s b y t a z r y b i
h i e k n i r d n m b f a t g
a m h a v f a k q l b r c s g
n e r u t l u c i r g a x j o
o t i z j m v o w e k d v u l

UNSCRAMBLE
Resources:

uurgrisAltc _____
triulasind _____
bringmule _____

Water Uses:

giinfsh _____
creetranio _____
iiiognarrt _____
spannrttrootai _____
grinteenga rewop _____

Water Words:

agriculture	barge	boat	canoe
dam	drink	electricity	energy
fish	industry	logging	mill
power	pure	raft	swim
tourism	wheel		

ABC QUESTIONS

Things formed by the forces of nature are called:
a(artificial b) man-made c)natural

Near Pierre is _____ _____ which has a hydroelectric plant for South Dakota
a)Pactola Dam b)Oahe Dam c) Big Bend Dam

A natural tourist attraction in South Dakota is
a) Corn Palace b) Badlands c) Mt. Rushmore's Faces

New Belle Fourche is _____ _____, a man-made lake used for fishing, recreation, and irrigation
a) Orman Lake b) Cheyenne Lake c) Stockade Lake

The leading industry in South Dakota is:
a) mining b) fishing c) agriculture

LESSON THREE: Regional Interdependence Generalization: C

OBJECTIVE: The learner will be able to name the three major regions of South Dakota and tell a natural resource, a resulting economic activity, and a product for each.

MATERIALS: Large map of South Dakota, another cut into colored pieces for each region, a picture of geographical features of each region, product samples, interdependence simualtion game

SET INDUCTION OR FOCUS: Hold up large outline map of South Dakota and tell how you had it all colored and with picures but it fell apart. Ask for volunteers to be human thumbtacks to see if the regions could be put back together with the correct pictures.

INSTRUCTIONAL STRATEGY AND INPUT:

1. Have 3 students hold regions in correct place. As pictures are identified, have three more students hold pictures over the correct region.
2. Turn map poster to other side where there is a chart: Fill in.

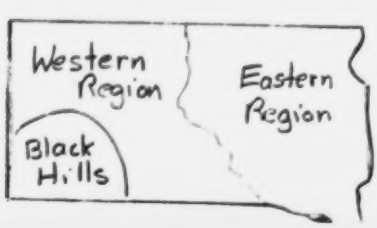
	Eastern Region	Western Region	Black Hills
Natural Resource			
Economic Activity			
Product			

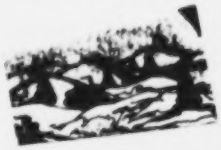
3. Explain that the people of one region depend on the people of another region for their products. These products are transported and exchanged. Put in pairs to play the interdependence simulation. Since this is transportation and not communication the trading is to be done silently with gestures. Students may move about the room as necessary in order to exchange products. The object is to exchange until you no longer have a scarcity of any of the 6 products.

MODELING AND GUIDED PRACTICE: Use cards already prepared for the students to fasten on the chart. Students can sketch their own region map and create their own chart. The chart becomes the model for understanding the simulation.

CHECKING FOR UNDERSTANDING AND FEEDBACK: Use hand signals to indicate to which of the three regions the statement read applies.

CLOSURE: Ask: What did you learn today about how people of one region depend on the economic activity of people of another region?





ECONOMIC INTERDEPENDENCE SIMULATION GAME

The students are divided into three groups for the three regions of South Dakota. Each region is identified by a color. Their are twelve trading cards with 6 little pockets --four of each of three colors. Each regions's cards announce that the person has the product of their own region but needs the products of the other two regions. Each pair of students receives a card with 6 product slips for their own region. Since this is transportation, not communication, everyone must do the trading silently using only gestures. The region confers as a group and then the teams begin trading products for a very limited time. Then the regions again confers about what scarcities still exist.

hogs hogs hogs

wheat wheat wheat

sheep sheep sheep

cattle cattle cattle

gold gold gold

lumber lumber lumber

I come from the Western Region
I have:
Cattle for steaks and leather
Sheep for wool clothes
I need:
Lumber to build a house
Gold to buy a car
Wheat for bread and cereal
Hogs for ham and bacon

LESSON FOUR: What if there were no Black Hills? Generalization: B

OBJECTIVE: The learner will be able to make predictions about what would happen to the economic situation if there were no Black Hills.

MATERIALS: Transparency of map of the Black Hills, worksheet, Battteship game

SET INDUCTION OR FOCUS: walk in saying "I'm lost! Someone gave me this map but I really don't know where I am. Can anyone help me?"

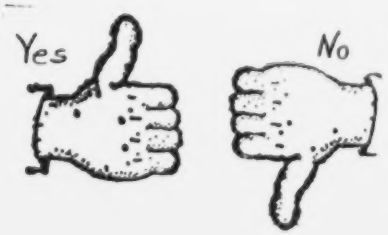
INSTRUCTIONAL STRATEGY AND INPUT:

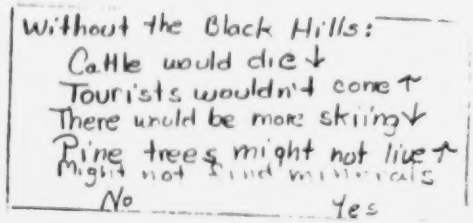
1. Show map of the Black Hills. As students identify locations, decide what type of economic activity is predominate there.
2. Categorize economic activity into Tourism or Recreation, Forest Industries, Mining, Agriculture, Government. Write examples of each on worksheet.
3. Try writing an economic poem about a Black Hills resource using diamante format: Resource, 2 adjectives describing it, phrase telling about getting it, phrase telling about use, 2 verbs, product.
4. Divide class into groups with one worksheet for each group. Decide what would happen to the economic situation if there suddenly were no Black Hills.

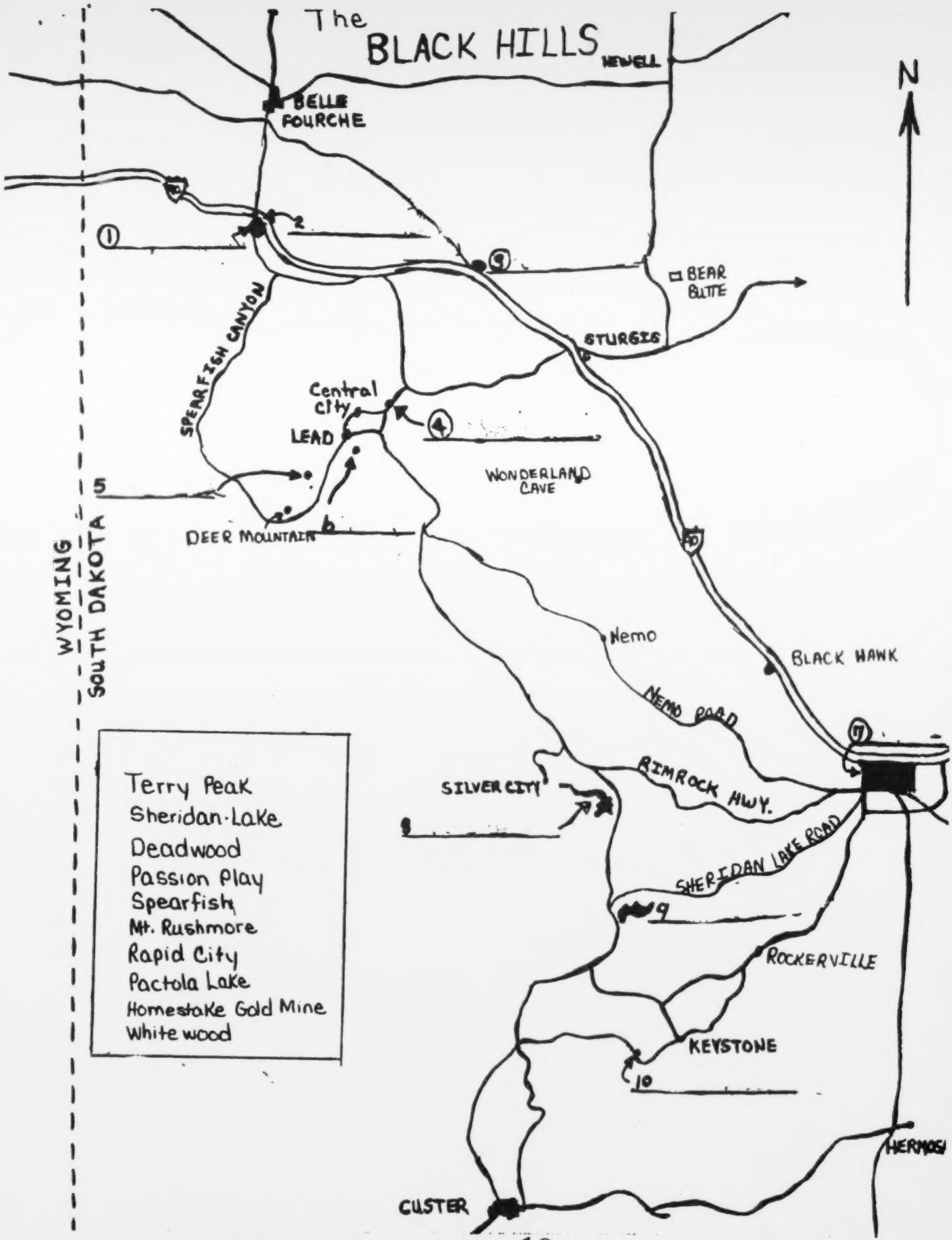
MODELING AND GUIDED PRACTICE: Write on transparency examples of different economic activity for each category. Use this information for predicting exercise in groups and for writing an economic poem. Model writing poem as students write.

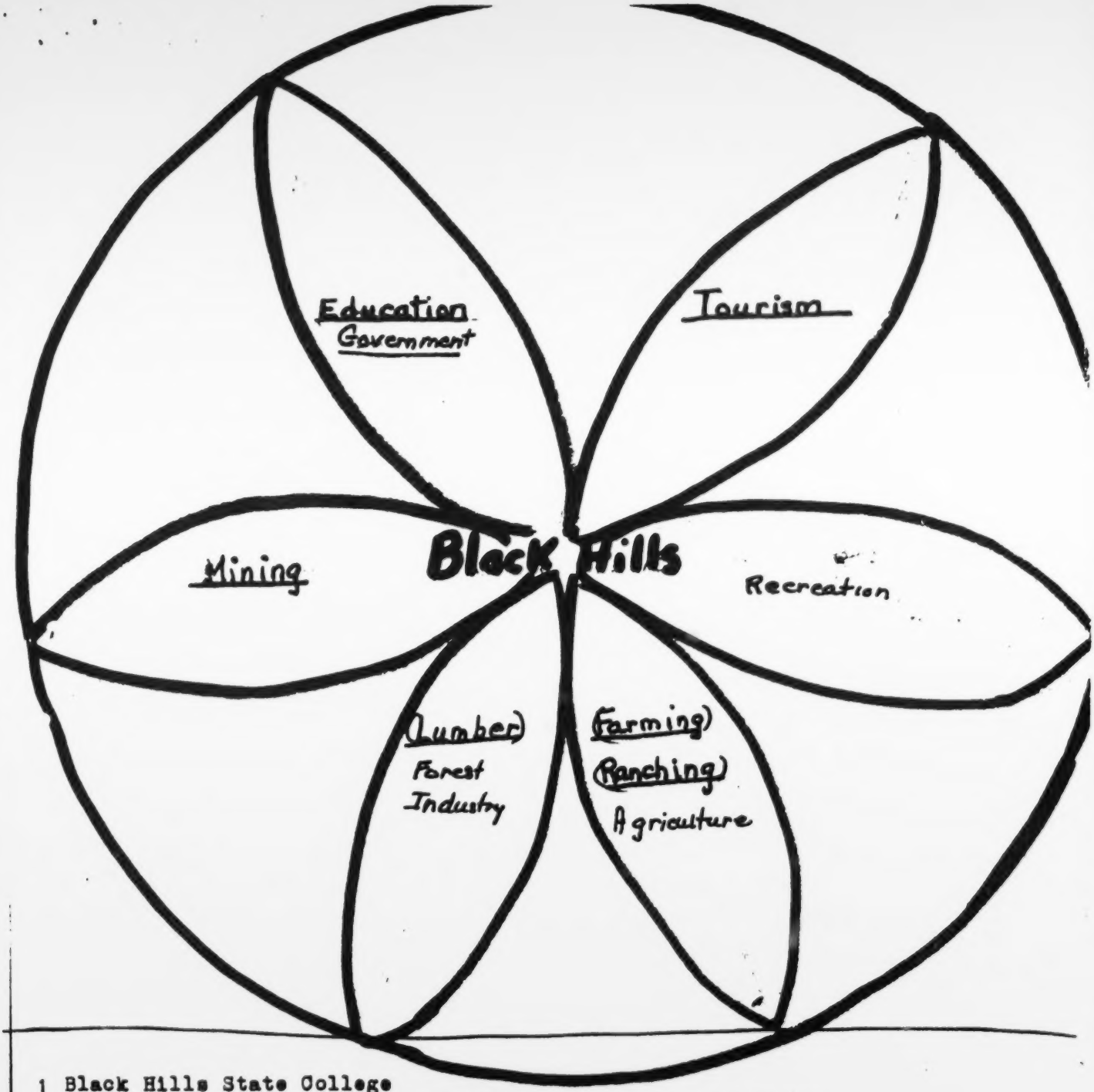
CHECKING FOR UNDERSTANDING AND FEEDBACK: Ask students to respond to yes/no review questions with thumbs up for yes and thumbs down for no.

CLOSURE: Ask students what they have learned about the importance of the Black Hills to the economy of the area. Use information learned during the lesson to play Battleship.






The BLACK HILLS
NEWELL
BELLE FOURCHE
N
BEAR BUTTE
STURGIS
SPEARFISH CANYON
Central City
LEAD
WONDERLAND CAVE
DEER MOUNTAIN
WYOMING
SOUTH DAKOTA
Nemo
BLACK HAWK
NEMO ROAD
RIMROCK HWY.
SILVER CITY
SHERIDAN LAKE ROAD
ROCKERVILLE
KEYSTONE
HERMOSA
CUSTER
Terry Peak
Sheridan Lake
Deadwood
Passion Play
Spearfish
Mt. Rushmore
Rapid City
Pactola Lake
Homestake Gold Mine
White wood



1 Black Hills State College
2 corn
3 alfalfa hay
4 Ft. Meade
5 downhill skiing
6 sheep
7 pigs
8 cattle
9 hunting
10 winter wheat
11 betonite
12 Crazy Horse Monument
13 Dinosaur Park
14 camping
15 snowmobiles
16 Terry Peak Chair Lift
19 School of Mines
20 water skiing
21 Mammoth site
23 fishing
24 Mt. Moriah Cemetery
25 Mt. Rushmore
26 Evans Plunge
27 clay
28 gold
29 loggers
30 Ellsworth Air Force Base
31 saw mills

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Diamante Poem

B
I
A
C
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H
I
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S

What to Write:

natural resource
2 adjectives
a phrase using the resource
a phrase getting or using product
2 verbs
product

The Black Hills had GONE FLAT. John Sportsey was a ski tow operator. He.....

When Lumberman Jack Tillson realized the Black Hills were not longer hills he.....

The Supervisor of the Homestate Mine realized that the Black Hills were slowly sinking and spreading out. He wondered.....

Marilyn Chedar ran the factory store at the cheese plant in Sturgis. She noticed out the window that the Black Hills seemed flatter than usual.

Sarah Visitme's motel was on the main road leading into the Black Hills. As the hills began to shrink she.....

Hills
Flatened out, gone
economic troubles
out of work
no more mines

THE DAY THE BLACK HILLS WENT FLAT

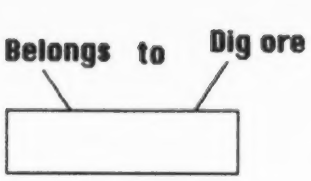
PERSON	WHAT WOULD HAPPEN
Motel Owner	
Lumberman	
Cattleman	
Miner	
Jeweler	

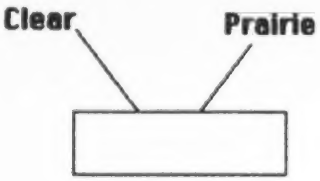
E	C	O	N	G
		FREE		

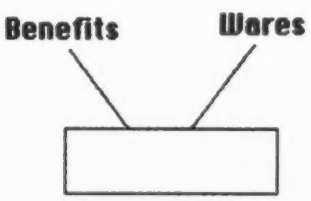
VOCABULARY: Pick the words and print them randomly in the squares. You won't need all of the words.

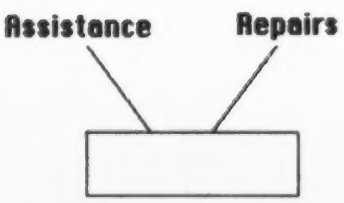
agriculture
buyers
sellers
climate
community
conservation
resources
economic
interdependence
wants
needs
environment
exchange
factory
production
goods
services
plain
power
producer
consumer
region
scarcity
services
transportation
communication
capital
labor
land
economic
activity
business
jobs
produce
products
mining

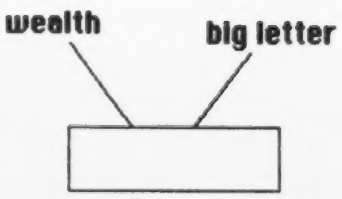
DOUBLE DUTY MEANINGS

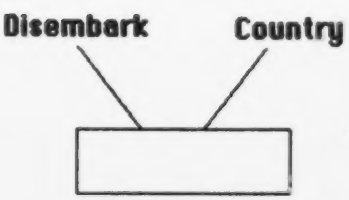


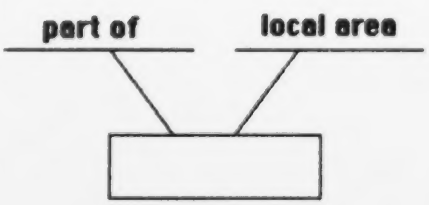


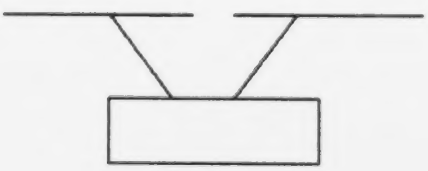


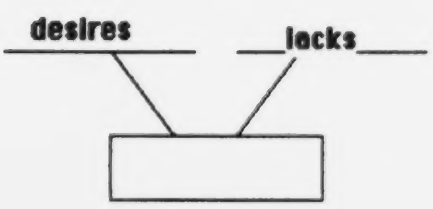


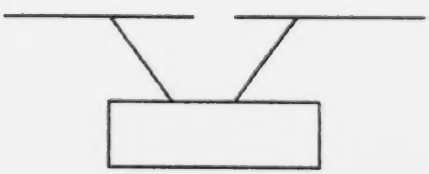












CHECK YOUR ECONOMIC GEOGRAPHY VOCABULARY LIST.

HOTEL
BUILDING, BEDROOMS
SLEEPING OVERNIGHT
A NICE PLACE FOR A VACATION
STAYING, RESTING
TOURIST

LUMBER
HARD, DIRTY
CUTTING IT DOWN
MAKING IT INTO PAPER
READING, WRITING
PAPER

FORESTS
GREEN, YELLOW
CUTTING A TREE DOWN
SAWING THE LUMBER
CUTTING, CARVING
FURNITURE

GOLD
YELLOW, HEAVY
OUT OF THE MINE
MELTING IT DOWN
BUYING IT, WEARING IT
RINGS

Economic Geography Teach-in held

One college professor, 10 teachers, 31 Black Hills State College Students and about 225 elementary students took part in an economic geography "teach-in" this past week in Spearfish.

The theme of the "teach-in" was the relationship between geography and economic activity. It was designed to provide an "exchange of roles" between elementary teachers and college personnel.

BHSC students wrote lesson plans for an economic geography unit which included interest stimulators, worksheets and hands-on activities. The lesson plans were then taken to 10 classrooms at East Elementary School and presented to the students. Each BHSC student presented at least one of the lessons and assisted with another.

Ann Lockledge, assistant professor in the BHSC Education Division, helped coordinate the teach-in with East Elementary Principal Kaye Burke. Both women said it is a valuable project because the elementary students are presented with lessons which have been prepared under careful supervision. In addition, the BHSC students have the benefit of being evaluated by experienced teachers.

The East Elemenatry teachers observed the BHSC students while they presented the lesson. They rated the students on forms similar to those used to evaluate student teachers.

Lockledge said that the BHSC students woked hard to prepare material that would directly involve the elementary students. Most of the teachers complimented the BHSC students on the creativity of their materials and their careful presentations, she said.

"The project motivated all concerned to tackle subject matter that on the surface seems very difficult for elementary students but in fact is full of content that they need in these times of economic turmoil," Lockledge said.

The BHSC students involved in the teach-in are enrolled in a course called "Teaching of Elementary Social Studies." Participation in the teach-in is a course requirement.

This week the BHSC students will discuss and evaluate their teach-in experience.

TOURISTS
INTERESTING, FUN
SEE LOTS OF THINGS
DRIVING TO RAPID CITY
WATCHING, LOOKING
MARINELIFE

RANCHING
GROWING, WORKING
THROWING DOWN AND BRANDING
FEEDING THE CATTLE
HERDING, SELLING
FOOD

GOLD MINING
BUSY, HOT
DIGGING IT UP
MAKING JEWELRY
SELLING, WEARING
JEWELRY

MINING
WORK, MONEY
DIGGING ORE FROM THE GROUND
CHANGING TO JEWELRY
RINGS, NECKLACES
GOLD

AGRICULTURE
GROWING, HARD-WORKING
PLANTING SEEDS
CORN, WHEAT, HAY
EATING, ENJOYING
PEOPLE

GOLD
PRETTY, SHINNING
DIGGING FOR IT
MAKING THINGS OUT OF IT
BUYING, COLLECTING
JEWELRY

BEST COPY AVAILABLE

QUIZ ON ECONOMIC GEOGRPAHY

Please mark all of your answers in pencil on the machine scoring sheet

Matching:

1. Consumer	A. The jobs people do to earn a living
2. Economic Activity	B. Materials readily 3. available
3. Goods and Services	C. Work done for others
4. Exchange	D. To both give and receive
5. Resources	E. A person who uses good and services

Categorize: Mark A if the person provides a service for consumers
Mark B if the person provides goods or products

6. beekeeper
7. ski resort operator
8. logger
9. miner
10. teacher
11. motel owner

Multiple Choice:

12. When I want to go boating and swiming how am I using water?
    A. Transportation
    B. Irrigation
    C. Power
    D. Recreation

13. When I need to make the machines in my factory run, I could use water for:
    A. Transportation
    B. Irrigation
    C. Power
    D. Recreation

14. When there is not enough rainfall, Farmers and Ranchers use water for:
    A. Transportation
    B. Irrigation
    C. Power
    D. Recreation

15. An example of a non-renewable resource is:
    A. Water
    B. Coal
    C. Trees

16. If the Black Hills were suddenly to disppear, which of these products might not sell very well in this area.
    A. Meat and dairy products
    B. Lumber
    C. Down Hill Skis

True False:

17. Interdependence means depending on the resources of your own region and not getting goods from anywhere else.

18. Grasslands are an example of a natural resource.

19. If there were no Black Hills some matel owners might go out of business.

20. Consumers are people who make and sell things.

Identify:

Use the letters on the map of South Dakota to locate the following regions.

21. Western South Dakota

22. Black Hills

23. Eastern South Dakota

24. Gold and Lumber Region

25. Farmers grow corn